

# MODULE 4

**Designing and Using Test Projects & Marking Schemes**

**Empowering VET Teachers with Skills Competition  
Methods for Effective Assessment and Learning**



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#### **Module 4. Designing and Using Test Projects & Marking Schemes**

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# Orientation to the WorldSkills Assessment Ecosystem

# 1

## Objectives:

- ◆ Understand the educational value of WorldSkills assessment tools
- ◆ Recognize the link between the WSOS, Test Project, and Marking Scheme

## Content:


- ◆ Purpose of Test Projects & Marking Schemes
  - ◆ The WorldSkills Assessment Life Cycle
  - ◆ Why these tools matter for all VET students—not just competitors
- 
- 🧩 *Activity:* Compare national exam practices to WS assessment principles
  - 🔧 *Resource:* WS Assessment Life Cycle diagram




# Why Are We Talking About WorldSkills?

- ◆ WorldSkills is more than a competition – it's a **global benchmark** of vocational excellence
- ◆ Tools used in WS (Test Projects, Marking Schemes, Standards) are:
  - ✂ Practical
  - ▮ Competency-based
  - 🎯 Aligned to industry needs
- ◆ These tools can enhance **day-to-day VET teaching and learning**

# Test Project = Assessment Vehicle

- ◆ A Test Project is a **task or set of tasks** that simulate **real workplace scenarios**
- ◆ Purpose: to **measure how well students perform** compared to international standards
- ◆ Not about rote knowledge, but about **doing**: skills, decisions, and execution
- ◆  Think of it as: “What would a top-performing young professional do in this situation?”

# Marking Scheme = Feedback & Scoring Tool

- ◆ A Marking Scheme (MS) defines **how performance is assessed**
- ◆ Based on:
  - **Sub-criteria** and **aspects**
  - **Measurement** (objective) & **Judgement** (subjective with standards)
- ◆ It ensures **fairness, consistency, and transparency**
- ◆  Without an MS, a task is just an activity. With an MS, it's a **learning and assessment tool**.



# The Triangle of Excellence

**WSOS (Standard) → Test Project (Task) → Marking Scheme (Assessment)**

Each Test Project and Marking Scheme must align with the **WorldSkills Occupational Standards** (WSOS) or with the national standard, which define:

 Skills

 Knowledge

 Behaviours

 This triangle ensures: relevance, rigour, and reliability



# WorldSkills Assessment Life-Cycle

☰ Six key phases in the WS assessment process:

1. **Referencing:** using WSOS (or the national standard) to define what's assessed
2. **Design:** selecting suitable tasks & methods
3. **Development:** building the Test Project & Marking Scheme
4. **Preparation:** logistics, tools, trials
5. **Implementation:** actual assessment during competition/training
6. **Review:** data analysis, improvement, and feedback

# Who Benefits from These Tools?

## Not only competitors!

- ☑ VET teachers can use TPs/MS in:
  - ◆ Classroom projects
  - ◆ Practical exams
  - ◆ Self/peer assessments
- ☑ Students benefit from:
  - ◆ Industry-relevant, realistic learning
  - ◆ Clear expectations and standards
  - ◆ Formative feedback aligned with workplace demands

# WorldSkills Assessment Principles

Each assessment must be:

- ✓ **Valid** – measures what it should
- ✓ **Reliable** – consistent, repeatable
- ✓ **Fair** – unbiased, inclusive
- ✓ **Transparent** – clear process & expectations
- ✓ **Authentic** – based on real work tasks

# How This Helps You as a VET Teacher

Adds structure and **clarity** to performance assessment

- ✓ Encourages **competency-based teaching**
- ✓ Gives access to **ready-made professional materials**
- ✓ Fosters **curiosity and confidence** in students
- ✓ Creates a bridge between **school and industry**

## Quick Check: Discussion or Reflection

“In your current teaching, what are some challenges you face when assessing practical skills?”

- Discuss in pairs or small groups
- Link your reflections to the WS approach you've seen today

# Summary

## Not only competitors!

- ✓ Test Projects = authentic tasks
- ✓ Marking Schemes = structured assessment & feedback
- ✓ Together, they align with WSOS and support powerful, practice-based learning

➔ Next up: **How to Design a Test Project**

Let's build one from scratch!

# Building Blocks of a Test Project

## 2

### Objectives:

- ◆ Learn how to design Test Projects aligned with the WSOS
- ◆ Understand how to define skills-based challenges that assess both hard and soft skills

### Content:

- ◆ Types of Test Projects: full, modular, speed test (15-30 min), scenario-based
- ◆ Linking tasks to WSOS: authenticity, relevance, and coverage
- ◆ Time and resource feasibility
- ◆ Validation process and quality assurance of TPs



*Activity:* Draft a mini Test Project for a module you teach







*Example:* Speed test format (e.g., from Web Technologies Skill 17)





# What is a Test Project?

A **Test Project (TP)** is:

-  A realistic, hands-on task used to assess skills performance
-  Based on actual workplace roles and industry practices
-  Linked to a standard (WSOS, national curriculum, or occupational profile)
-  A tool for assessment, learning, and feedback



# Purpose of a Test Project

A good Test Project:

- ✓ Simulates authentic tasks from a profession
- ✓ Covers key skills, knowledge, and behaviours
- ✓ Offers fair, standard-based assessment opportunities
- ✓ Can be used for both competition and regular teaching



In the classroom, it becomes a **competence-oriented learning experience**



# Test Project Formats

WorldSkills uses flexible formats. You can too.

- ◆ **Modular** - each task focuses on a specific skill area
- ◆ **Integrated** - combines multiple competencies into one product
- ◆ **Speed Test** - short challenges assessing precision or fluency (15-30 min)
- ◆ **Scenario-based** - simulates a client, situation, or emergency









These formats are adaptable for subjects like:

- Carpentry (e.g. building a joint)
- Hospitality (e.g. preparing a table for two dietary requirements)
- Nursing (e.g. administering basic patient care in a simulation)



# Core Elements of a Test Project

Every Test Project should clearly define:

-  **Context** – What is the professional situation?
-  **Task** – What is the student expected to do or produce?
-  **Time Limit** – How much time is available?
-  **Materials & Tools** – What's provided and what must be used?
-  **Expected Outcome** – What does success look like?
-  **Skills/competencies assessed** – Linked to learning goals or a standard

# Aligning TPs with Standards

To ensure quality, align Test Projects with one or more of the following:

- ✓ **WorldSkills Occupational Standards (WSOS) or the national standards**
- ✓ **National Qualifications Frameworks**
- ✓ **Industry standards or job profiles**
- ✓ **Curriculum learning outcomes**



*This ensures the task reflects real expectations and is relevant for the learner's development.*

# Writing an Effective Task

**Good task design includes:**

- ◆ A clear goal: "Install a basic lighting circuit in a simulated home environment."
- ◆ Realistic conditions: "You are working in a customer's home with limited tools."
- ◆ Constraints: "You must follow safety rules and finish in 60 minutes."
- ◆ A tangible outcome: "The light turns on safely and cleanly."



*Avoid vague tasks. Make them purposeful and job-like.*

# Tips for Classroom Adaptation

VET teachers can adjust WS-style Test Projects by:



Reducing complexity



Breaking tasks into stages



Providing more instructions or support



Extending time



Allowing team work if appropriate



Focusing on learning process, not just the final product



*Even small, adapted tasks can build real confidence and competence.*



# Quality Assurance in WS TPs

In WorldSkills, every Test Project is:

- ✓ **Reviewed** by Experts
- ✓ **Validated** to ensure time, tools, and safety are realistic
- ✓ **Aligned** with the WSOS and assessment strategy
- ✓ **Piloted** or tested before use



In VET, this can translate to:

- Peer review by colleagues
- Informal trials with students
- Curriculum mapping

# Create a Mini Test Project

Design a task in your subject area that includes:

1. Professional context (who, where, why?)
2. Clear task description
3. Tools/materials available
4. Time limit
5. Expected output
6. Link to a curriculum or occupational standard

 20-30 minutes. Share your draft with a peer for feedback.

# Summary

- ☑ A Test Project is a structured, realistic task that mirrors industry practice
  - ☑ It can be adapted for any VET subject
  - ☑ It helps assess applied competence—not just knowledge
  - ☑ It must be clear, fair, and aligned with standards
  - ☑ You can start small and grow your toolkit
- ➔ Next: **Designing the Marking Scheme - how do we assess this performance?**

# Designing a Marking Scheme

# 3

## Objectives:

- ◆ Understand the structure and types of Marking Schemes (judgement & measurement)
- ◆ Be able to create a simplified Marking Scheme

## Content:

- ◆ What is a Marking Scheme and what it includes
- ◆ Sub-criteria, Aspects, and benchmark descriptors
- ◆ Use of 0-3 scale in judgement; precision in measurement
- ◆ Consistency, reliability, and validation rules

🧩 *Activity:* Create 6 aspects for a sample task using both judgement and measurement

🛠️ *Tools:* Blank Marking Scheme Template, Sample from WSC2024 Skill 17

# What is a Marking Scheme?

A **Marking Scheme** is the tool used to:



**Define what is being assessed**



**Assign value** to each aspect of performance



**Ensure consistency** among assessors



**Provide feedback** to students



**Connect the task to learning outcomes or standards**



It transforms observation into evaluation.

# Core Components of a Marking Scheme

Each WS-style Marking Scheme includes:

1. **Assessment Criteria** – broad performance areas (e.g., accuracy, safety, aesthetics)
2. **Sub-criteria** – more detailed groupings within each area
3. **Aspects** – specific, assessable items
4. **Assessment Method** – Measurement or Judgement
5. **Score Scale** – points or levels (e.g., 0-1, 0-3)
6. **Benchmark Descriptors** – what each score means

# Assessment Methods

## ◆ Measurement

Objective. Based on fact.

- ✓ Yes or No
- ✓ Dimensions, accuracy, quantity, presence
- ✓ Used when outcome is clear and binary

Example:

*Is the hairdryer working properly?*

*Is the electrical circuit correctly wired?*

## ◆ Judgement

Subjective (with clear standards).

- ✓ Based on performance quality
- ✓ Scale: 0 = not achieved, 3 = excellent

Example:

*How well is the wood surface finished?*


*How creatively did the student solve the problem?*



# Judgement: The 0-3 Scale

WorldSkills uses a 0-3 scoring scale for Judgement:

- **0** = Below standard (unacceptable or missing)
- **1** = Acceptable (meets minimum requirements)
- **2** = Good (above expectations in some ways)
- **3** = Excellent (fully exceeds industry standard)

 For each level, you must write **clear descriptors** so assessors can score consistently.

## Example Aspect with Judgement Descriptors

**Aspect:** Customer interaction during service delivery

**Criteria:** Communication & Professionalism

**Judgement Scale (0-3):**

Score	Descriptor
0	Did not greet or explain service. No eye contact.
1	Greeted customer but lacked clarity and engagement.
2	Clear explanation, polite tone, moderate engagement.
3	Professional greeting, confident explanations, empathetic interaction.

 *Helps all assessors interpret and score performance the same way.*

## Measurement Marking Example

**Aspect:** The item weighs exactly  $100\text{g} \pm 2\text{g}$

**Criteria:** Accuracy

**Max score:** 1 mark

Score	Descriptor
1	Weight is within range (98-102g)
0	Outside the acceptable range

📌 *No interpretation required – it's either correct or not.*

## Designing a Simple Marking Scheme

Let's say you created a task:

 *"Prepare and serve a non-alcoholic cocktail with proper hygiene and presentation"*

**You could assess it like this:**

Criterion	Aspect	Method	Max score
Hygiene & Safety	Hands and workstation sanitized	Measurement	1
Preparation	Ingredients correctly measured	Measurement	1
Presentation	Visual appeal of the drink	Judgement	0-3
Communication	Described the drink to the client	Judgement	0-3



Total: 8 marks

# Ensuring Consistency & Fairness

To make sure your Marking Scheme works:

- ✓ Use **clear, detailed descriptors**
- ✓ Avoid vague or personal interpretations
- ✓ Ensure **compatibility with Test Project goals**
- ✓ Provide **assessor training** if working in a team
- ✓ Consider peer review of your Marking Scheme before use

 **Consistency builds trust in your assessments.**

## Summary

- ☑ Marking Schemes make assessment structured, transparent, and fair
  - ☑ Use **Measurement** when possible, **Judgement** when necessary
  - ☑ Good descriptors = consistent results
  - ☑ Teachers can adapt this model to assess skills in any VET subject
  - ☑ The Marking Scheme must match both the **task** and the **standard**
- ➔ Next: **Using Test Projects & Marking Schemes for Teaching, Feedback, and Motivation**

# How to Use TPs & Marking Schemes in Teaching & Learning

# 4

## Objectives:

- ◆ Integrate WS-style assessments into curricula
- ◆ Use them to track and enhance student learning

## Content:

- ◆ Classroom implementation: formative vs. summative
- ◆ Using the TP/MS to provide feedback and track progress
- ◆ Peer- and self-assessment models
- ◆ Connecting assessment with feedback, motivation, and learning pathways

🧩 *Activity:* Pilot and peer-review a WS-style mini-module in your class






🎯 *Deliverable:* Plan to implement one WS-style assessment unit per semester



# From Competition to Classroom

WorldSkills tools are not only for competitors.

They help teachers:

-  Define clear performance goals
-  Observe practical skills in structured ways
-  Give meaningful feedback
-  Track progress over time
-  Prepare students for real-world jobs and national assessments

# Key Applications in Teaching

- ◆ Formative Assessment
  - Use parts of a Test Project to check progress
  - Apply judgement marking for peer/self-assessment
- ◆ Summative Assessment
  - Use a full TP + MS for exams or final projects
  - Provide scores and qualitative feedback
- ◆ Project-Based Learning
  - Use integrated TPs to simulate workplace tasks
  - Involve planning, execution, and reflection

# Benefits for Students

- ✓ Understand **what's expected** at professional level
- ✓ Practice **real-life tasks** in a safe, structured environment
- ✓ Receive **concrete feedback** they can act on
- ✓ Build confidence and **own their progress**
- ✓ See how their skills connect to jobs and careers

# Feedback = Learning

 The Marking Scheme is not just for grading – it's a tool for feedback.

- ✓ Use descriptors to explain scores
- ✓ Focus on strengths and improvement areas
- ✓ Ask students to reflect:
  - What went well?
  - What could be improved?
  - What will I do differently next time?



Feedback transforms assessment into a growth experience.

# Differentiating for All Learners

You can adjust WS tasks and marking for different learner levels:



## Beginners

- Use simplified tasks and fewer criteria
- Provide exemplars and support materials



## Intermediate

- Introduce full Judgement scale (0-3)
- Encourage peer assessment



## Advanced

- Use real client scenarios
- Integrate multiple skills in one TP
- Invite industry feedback

# Promoting Self-Assessment & Ownership

Teach students to use the MS themselves:



Ask them to mark their own work



Pair students to mark each other



Let them compare against rubrics








Use their reflections to guide individual learning plans




*This builds metacognition and prepares them for lifelong learning.*

# Data-Driven Improvement

When using TPs & MS regularly, you generate useful data:

-  Track class-wide trends
-  Identify recurring gaps
-  Adjust your curriculum or teaching focus
-  Share examples of excellence and growth
-  *Assessment data becomes a tool for curriculum refinement.*

# Activity: Teaching Scenario Simulation

 Choose a teaching situation in your subject (e.g. preparing a surface, patient intake, troubleshooting a circuit).






In small groups:

1. Define a small task you could use
2. Outline how you would assess it (MS method)
3. Describe how you would give feedback
4. Plan a follow-up activity based on student performance

Share ideas with the larger group.



# Tips for Getting Started

-  Start small: use one WS-style TP per unit
-  Adjust the MS to your own curriculum
-  Co-create rubrics with your students
-  Use WS resources as a starting point (not a final product)
-  Reflect and adapt: each TP improves over time

# Summary

- ✓ WS tools bring structure, clarity, and purpose to VET learning
  - ✓ TPs simulate real work; MS turns observation into feedback
  - ✓ These tools are adaptable, scalable, and powerful
  - ✓ They support student motivation, equity, and learning progress
- ➔ Coming next: **Assessor Competences & Ethical Considerations**

# Assessor Competences & Ethical Considerations

# 5

## Objectives:

- ◆ Understand the personal and ethical role of the assessor
- ◆ Develop competence in collaborative, unbiased judgement

## Content:

- ◆ The role of the assessor: accuracy, consistency, integrity
- ◆ Preventing bias and ensuring fairness (e.g. no compatriot marking)
- ◆ Giving feedback constructively
- ◆ Working as part of a jury



*Activity:* Reflective role-play: “You be the judge”



*Tool:* Self-check on ethical dilemmas

# The Role of the Assessor

An assessor is not just a marker.

They are a:



**Professional role model**



**Guardian of fairness**



**Interpreter of standards**



**Coach through feedback**



**Reflective practitioner**



*Your attitude shapes the assessment experience for students.*

# Key Assessor Competences

WorldSkills identifies essential assessor traits:

- ✓ Technical expertise in your field
- ✓ Knowledge of assessment methods
- ✓ Ability to work in a team of assessors
- ✓ Integrity, objectivity, and fairness
- ✓ Attention to detail and consistency
- ✓ Effective communication & feedback delivery
- ✓ Willingness to reflect and improve

🧩 *Assessment is a skill in itself – not just a task.*

# Ethical Principles in Assessment

Every assessor must ensure that assessment is:



**Confidential** – protect student identity and data



**Impartial** – no favoritism, no assumptions



**Transparent** – explain the criteria and process



**Inclusive** – fair to all backgrounds, learning needs



**Reflective** – open to feedback, learning, and growth



Ask yourself: *Would I feel this assessment was fair if I were the student?*

# Avoiding Bias in Judgement



Common types of unconscious bias:

- Halo effect (one good trait affects all scores)
- Leniency/severity bias
- Similarity bias (rewarding students who resemble us)
- First impression bias
- Cultural/linguistic bias



Strategies to counter bias:

- Use clear descriptors and marking schemes
- Mark in teams and compare scores
- Reflect on your own patterns

# Working in Assessment Teams

In WS and in school, collaborative marking is key.



Good team behavior includes:

- ✓ Mutual respect
- ✓ Calibration and score alignment
- ✓ Open discussion of discrepancies
- ✓ No personal judgment of others' scoring
- ✓ Clear communication



Assessment is more accurate when we learn from each other.



# Listening & Feedback Skills

Being a good assessor = being a good listener.



Listen to:

- What students say during the task
- How they explain their process
- Their reflections afterward



Give feedback that is:

- Specific
- Constructive
- Balanced
- Actionable



Feedback should inspire improvement, not fear.

# Student-Centered Assessment

As an assessor, always keep the student at heart.

- ✓ See assessment as part of the learning process
- ✓ Understand that students may feel anxious or unsure
- ✓ Create a respectful, safe space
- ✓ Recognize effort, not just perfection
- ✓ Use mistakes as teachable moments

 *You are not only assessing work – you are shaping confidence.*

# Activity: Assessor Reflection



Individual reflection + small group sharing

1. What are your current strengths as an assessor?
2. What challenges do you face when marking or giving feedback?
3. How do you ensure fairness and objectivity?
4. What's one thing you want to improve in your assessment practice?

Optional: Create a personal "Assessor Growth Plan"

# The WorldSkills Spirit

A WorldSkills assessor (and VET teacher):

- ♥ Believes in every learner's potential
- ⚡ Respects excellence and effort equally
- 👂 Is open to learning and feedback
- 🌍 Brings fairness, empathy, and clarity
- 🤝 Helps learners grow through assessment
- ✨ Be the kind of assessor you'd want your own child to meet.

## Summary

- ✓ Assessment is a professional and ethical responsibility
  - ✓ Great assessors are consistent, fair, and reflective
  - ✓ Ethical behavior builds student trust and confidence
  - ✓ Collaborative marking and feedback improve quality
- ➔ Coming next: **Practice Lab - Design, Assess & Reflect**

# Practice Lab: Create, Mark & Reflect

# 6

## Objectives:

- ◆ Complete a full cycle: TP design → MS design → Simulated assessment → Reflection

## Content:

- ◆ Teams of teachers develop a TP and MS from scratch
- ◆ Role-play as assessors
- ◆ Compare scores and discuss discrepancies
- ◆ Plan classroom implementation

🎯 *Outcome: Each participant leaves with one complete mini-Test Project & Marking Scheme adapted to their subject*

# Overview of the Lab

🧩 The lab includes 3 main phases:

1. **Design** – Build a mini Test Project and Marking Scheme
2. **Assess** – Role-play assessing one another
3. **Reflect** – Share observations, feedback, and lessons learned

🎯 Goal: Produce a ready-to-use learning/assessment activity for your subject

# Step 1: Design Your Mini Test Project

Use the provided template or whiteboard

- 1. Define the professional context**
- 2. Write the task description**
- 3. List materials/tools required**
- 4. Set time constraints**
- 5. Define expected results**
- 6. Link to curriculum or occupational standards**

 Keep it realistic, focused, and feasible (30-90 min task)








## Step 2: Build the Marking Scheme

For the task you created, now build a basic Marking Scheme:

Criterion	Aspect	Method	Max score
Hygiene & Safety	Hands and workstation sanitized	Measurement	1
Preparation	Ingredients correctly measured	Measurement	1
Presentation	Visual appeal of the drink	Judgement	0-3
Communication	Described the drink to the client	Judgement	0-3

- ✓ Include descriptors for at least 2 Judgement aspects

## Step 3: Simulate the Assessment

-  Pair up or form small groups
  -  One person plays the learner, the others act as assessors
  -  Observe the task and use the MS to score
  -  Share feedback as you would in a real setting
- Switch roles and repeat!
-  Option: Record performances for peer feedback and reflection

## Step 4: Reflect and Discuss

As a group, discuss:

- Was the task clear and realistic?
- Did the Marking Scheme work as intended?
- Was the feedback specific and actionable?
- What would you improve next time?
- How could this work in your classroom?

🗨 Capture key takeaways on a shared board or poster

# Output of the Practice Lab

By the end of this lab, each participant should have:

- ✓ 1 Mini Test Project
- ✓ 1 Marking Scheme (measurement + judgement)
- ✓ Feedback experience (giving & receiving)
- ✓ Reflection insights
- ✓ Action points for classroom use

 You're building a toolkit you can actually use.

## Follow-Up Ideas

After this module, consider:

- ◆ Implementing your TP in class and collecting student feedback
- ◆ Collaborating with colleagues to design cross-disciplinary TPs
- ◆ Using the same MS for peer/self-assessment
- ◆ Piloting a mini-competition in your school or region
- ◆ Joining a community of practice around WS-inspired teaching

# Summary

- ✓ You've experienced the full cycle: Design ☒ Assess ☒ Reflect
- ✓ You now have the tools to implement WS methods in real teaching
- ✓ Small steps = big impact when applied with purpose
- ➔ Next: Wrap-Up, Resources & Action Planning

# Wrap-Up and Action Plan

7

## Objectives:

- ◆ Consolidate learning
- ◆ Set plans for classroom integration

## Content:

- ◆ Summary of key learning
- ◆ Peer exchange of lesson ideas
- ◆ Commitment to action

 *Deliverable:* Individual Integration Plan + Feedback Form

 *Optional:* WorldSkills teaching pack or badge

# Quick Recap of Module 4



You've explored:

1. The WorldSkills assessment ecosystem
2. How to design Test Projects
3. How to build effective Marking Schemes
4. How to use TPs & MS in VET teaching
5. Assessor roles and ethics
6. How to simulate and reflect on assessment



From theory to practice – step by step



# Knowledge & Skills Checklist

- ✓ I understand what a Test Project is
  - ✓ I can write a realistic task scenario
  - ✓ I know how to align tasks with standards
  - ✓ I can build a simple Marking Scheme using Judgement and Measurement
  - ✓ I can give clear and constructive feedback
  - ✓ I recognize and apply ethical principles of assessment
  - ✓ I feel confident applying WS methods in my subject area
- Check what you've mastered – and what to keep practicing

# Group Reflection



Discuss with your group:

- What part of Module 4 was most useful for your practice?
- What challenges do you anticipate when applying this in your school?
- How can you support each other in trying these methods?
- What could your next small step look like?



Collect and share group insights on a common board or flipchart

# Action Plan Template



Complete your personal plan:

**My subject / course:**

**WS-style assessment I want to try:**

**When and where I'll implement it:**

**Materials I need:**

**Who I'll share it with / get feedback from:**

**How I'll know it worked (indicators):**



*Commit to action – even small changes make a big difference.*

# Peer Exchange: Good Practice Wall



Share one successful idea or insight:

- A great task design
- A powerful way to give feedback
- An aha! moment from the practice lab
- A student reaction you'll never forget
- A new approach you want to try



Option: Take photos of your “Good Practice Wall” to use back in your school

# Connecting to a Wider Community



You are not alone.



Ideas to stay connected:

- Share your TP & MS with other teachers
- Organize a local or school-level skills challenge
- Join online communities related to your skill or teaching area
- Follow WorldSkills updates and events
- Contribute to future modules or training sessions



Teaching is a craft we build together.

# Final Thoughts

- ✦ ✦ ✦ Teaching is a powerful way to shape lives.
- 🕒 Assessment, done well, empowers learning and growth.
- 🤝 WS methods help bring real-world standards into the classroom.
- 🌱 You now have the tools to begin – start small, but start!
- 🎯 *Thank you for your engagement. Keep exploring.  
Keep innovating. Keep believing in your students.*